

# Education Digital Equity Initiative

# FACT

# SHEET

Funded by:



Foreign, Commonwealth  
& Development Office

Produced by:





# ABOUT AREAi

Founded in 2014 and registered in Nigeria with the Corporate Affairs Commission (CAC) in 2017, Aid for Rural Education Access Initiative (AREAi) is a non-governmental, for-purpose organization that works with and in under-resourced schools and marginalised communities, providing technical and infrastructural support to scale learning outcomes and drive tangible academic achievement for poor and vulnerable children as well as youth from low-income families. Since inception, AREAi has established itself as one of Nigeria's leading educational organizations with a firm focus on working collaboratively with local stakeholders and governmental organisations to secure equal educational access and high-quality education for low-income primary and secondary students and children in hard-to-reach and rural communities. With thematic focus areas on digital equity, literacy skills development, girls' education and youth-led innovation in education, the organization's different programs have impacted over 16,000 beneficiaries across 23 communities in about 8 states of the country.

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AREAi hereby certifies that all the figures presented and views expressed in this document accurately reflect our statistical findings or analytical views that we believe are reliable and fact- based.

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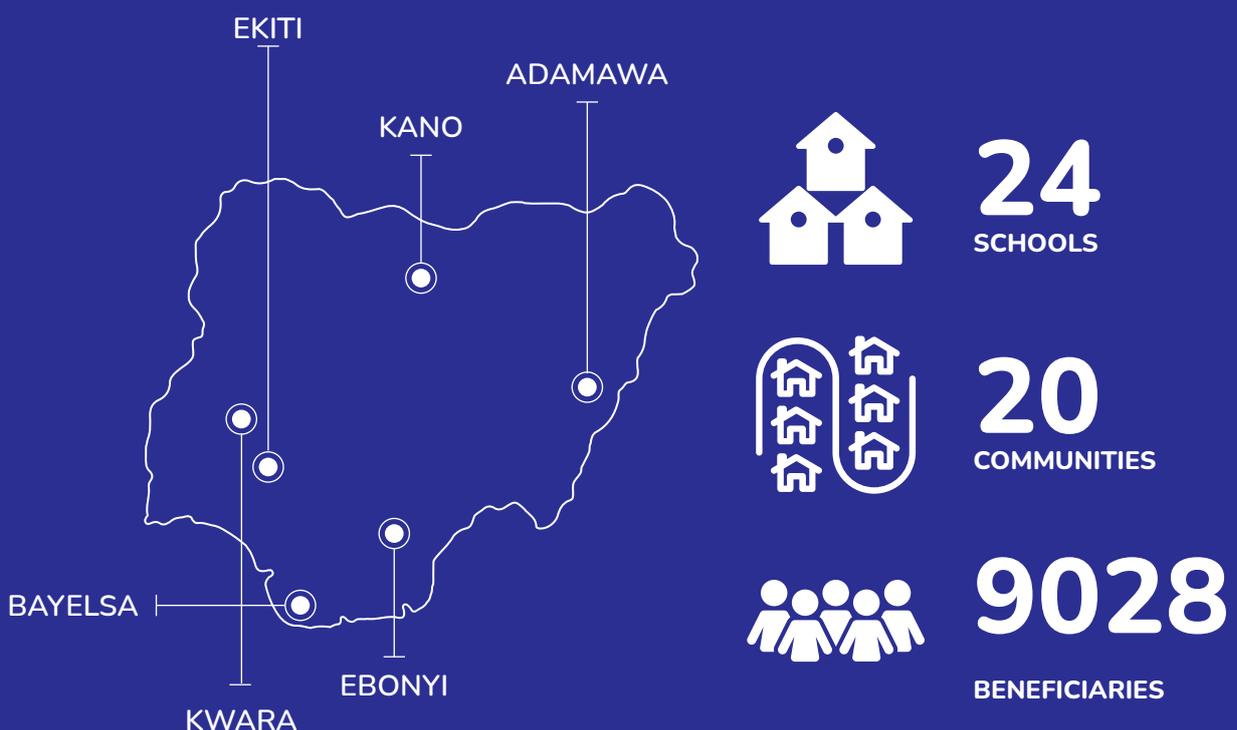


# PROJECT OVERVIEW

The Education Digital Equity Initiative is an information-based project that seeks to address digital exclusion by providing and widely disseminating series of evidence-based, comprehensive education materials that lays out simple steps and ideas for rural schools, remote communities, community-based initiatives and low-income families to adopt in accessing remote learning materials, online education resources options and digital learning opportunities in a post COVID19 pandemic era. The project adopted a multi-stakeholder approach, to drive digital equity through a fact-finding survey and information access strategy, and to create awareness about existing and emerging technologies capable of facilitating the sustainable expansion of basic, affordable digital learning and teaching access for the poor and excluded. The project is funded by the United Kingdom's Foreign, Commonwealth and Development Office under the Prosperity Fund's Digital Access Programme.

## Geographical Focus and Selection Criteria

Lack of access to information and communications technology (ICT) infrastructure or the internet for municipal use or e-learning purposes is relatively low within remote areas with little or zero-internet penetration. This 'digital divide' faced globally does not just signify those who have access to the internet and those who do not, the gap also encompasses a number of other discrepancies, including the quality of digital infrastructure in rural communities, the speed of connectivity in remote areas, and the training and skills required to navigate such technology. Furthermore, in the areas that are connected to the internet, male internet users outnumber their female counterparts in every region of the world. This reality informs our purposive selection of states, communities, schools covered by this project and this is further reflected in the prioritization of different marginalised groups and rural clusters with little or no internet connectivity and with a demonstrated history of digital exclusion.



## Gender and Inclusion

In a bid to ensure inclusive gender representation, we maintained a strict gender balance policy in assembling our project resource team as well as in selecting our beneficiaries in every rural cluster, including students, school administrators, personnel of education authorities and community stakeholders. At the end of the project, we reached a total of 9028 beneficiaries including students, teachers, and education authorities from 24 rural communities. Of this population, 5,070 (56.15%) are female and 3,958 (43.85%) are male.



Female - **56.15%**



Male - **43.85%**

This project successfully reached 9028 beneficiaries, including students, teachers and school administrators from 24 rural Nigerian primary and secondary schools across Nigeria.

Sustainability is of utmost importance for this project, and to ensure this, we have summarized, synthesized and documented significant reflections and findings into 3 resource materials across our various levels of engagement. These information, education and communication (IEC) materials produced as the project outputs have shown the potential to reduce the digital access gap in learning and teaching through crowdsourced information disseminated for timely usage and adoption by all stakeholders in a relatively affordable, available and accessible manner. The materials include:

1. Education Digital Equity Learning Manual : Low-Cost Offline Solutions For Digital Learning (For Students In Rural Schools) - This manual contains contextually relevant low cost offline solutions that can promote delivery of educational content or ensure remote learning access for students in low-income contexts.
2. Education Digital Equity and Access Toolkit: Guidance for Digital Education for teachers and school leaders: This toolkit profiles practical strategies that teachers and school administrators can deploy to facilitate equitable virtual teaching processes and promote digital learning in and out of classrooms and schools.
3. Education Digital Equity Policy guide- Findings and Recommendations for Education stakeholders and Policymakers: This guide, as informed by our findings, contains policy recommendations for education stakeholders and policy makers to address education digital inequity and promote technology access and usage among students and teachers particularly those in rural communities.

## Project Demography (Target Beneficiaries)

State	LGA	Community	Primary School	Secondary School
Kwara	Ilorin South LGA	Danialu	Danialu Primary School, Danialu	Government Day School, Agbabiaka
	Ilorin South LGA	Agbabiaka		
	Ilorin East Ilorin West	Akerebiake Alore	Aldyaudeen Pry. School, Alore, Ogidi	Government Day School, Karumo
Ekiti	Moba LGA	Otun	SUBEB Nur & Pry School	Moba Grammar School
	Ido LGA	Ido	St. Benedict Nur & Pry School	Ekiti Parapo Community Sec. School
Ebonyi	Abakaliki LGA	Amagu Oicha	Amagu Oicha Community Pry School	Nduruku Community Sec. School
	Abakaliki LGA	Nduruku		
	Ezza South LGA Ezza South LGA	Umunwagu Umunwagu	Central Primary School, Umunnwagu	Premier Sec. School
Adamawa	Mayo Belwa LGA	Gengle	Gengle Primary School	Govt. Day Sec. School, Gengle
	Fufure LGA	Kabilo	Kabilo Primary School	Govt. Day Sec. School, Kabilo
Kano	Bichi LGA	Saye	Saye Central Primary School	Badube Senior Sec. School
	Bichi LGA	Badube		
	Bichi LGA	Saye		Govt. Senior Girls School Saye
	Bichi LGA	Tsaure	Tsaure Primary School	
Bayelsa	Yenogoa LGA	Yeneka	Community Pry. School, Yeneka	Gbarianowei Grammar School Ogboin Comprehensive Negudu Agbia
	Yenogoa LGA	Obunagha	Community Pry. School, Obunagha	
	Yenogoa LGA	Gbarianowei		
	Yenogoa LGA	Negudu Agbia		

# FACT SHEET

## Project Findings - Students



### Access to digital tools prior to the pandemic

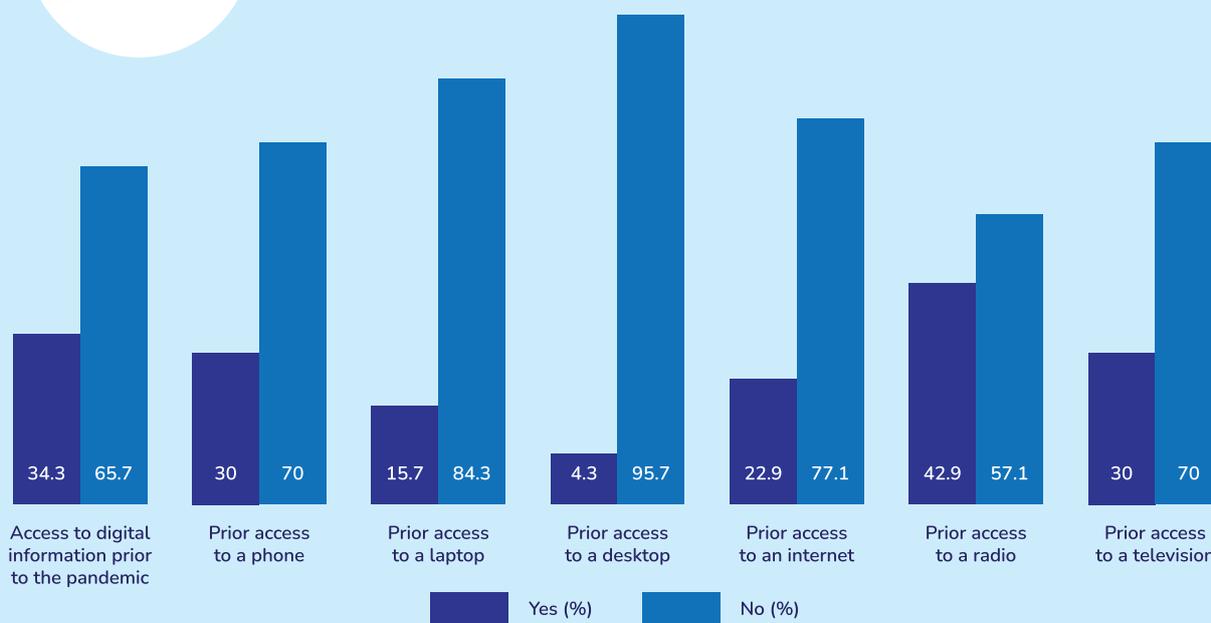


Figure 1.1: Access to digital learning tools prior to the pandemic (Secondary school students)

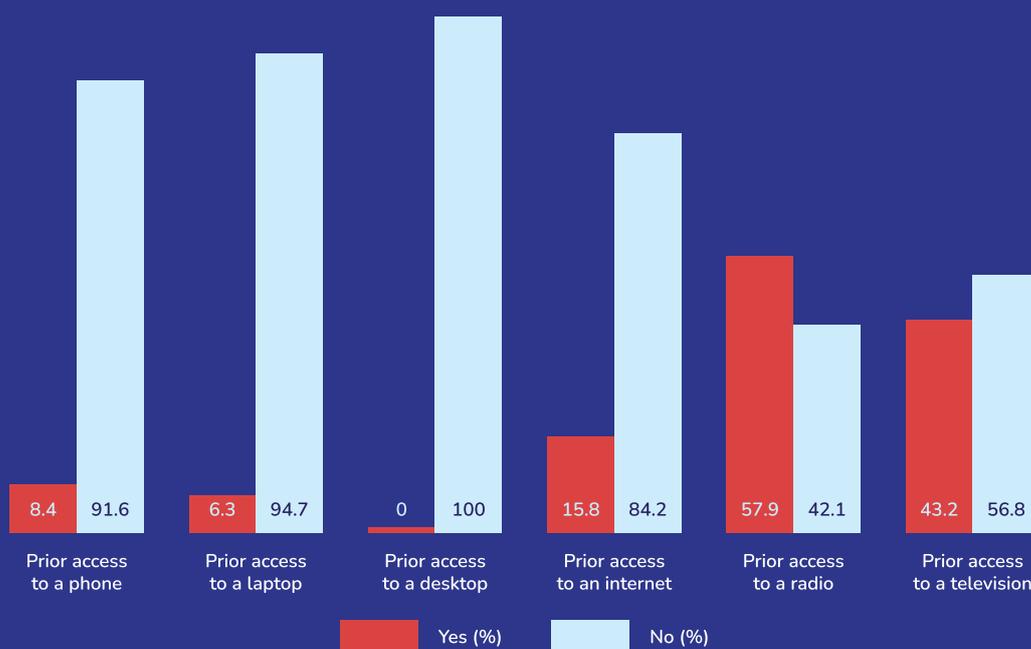
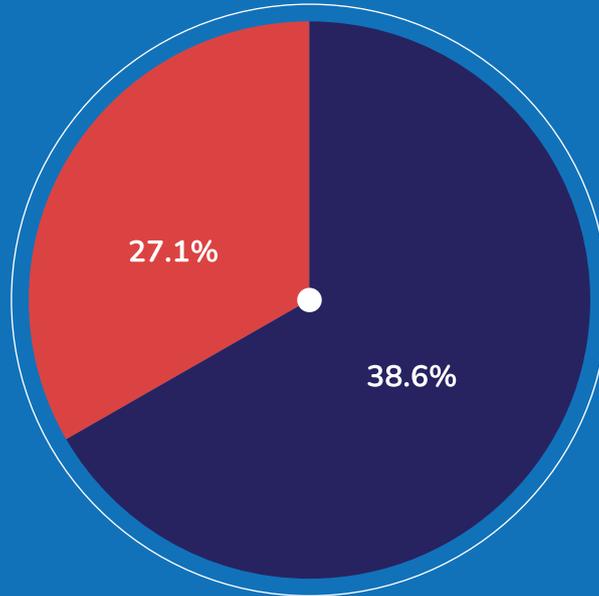


Figure 1.2: Access to digital learning tools prior to the pandemic (Primary school students)



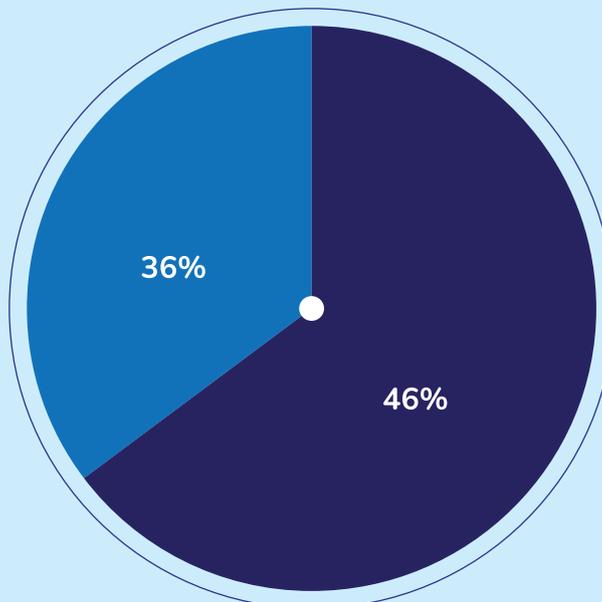


## Awareness and Adoption of Radio Programme provided by the Government



- Awareness about the radio programme provided by the Govt.
- Adoption of radio programme provided by the Govt.

Figure 1.3: Awareness and adoption of Radio programme provided by the Government (Secondary school students)



- Awareness of Government. radio learning programme
- Adoption of Government radio learning programme

Figure 1.4: Awareness and adoption of Radio programme provided by the Government (Primary school students)





## Reasons why Students could not participate in the Virtual Learning Programme Provided by the Government via Radio/Television

- ✓ Lack of time to participate
- ✓ Perceived benefit for the lessons
- ✓ Unrelated topics
- ✓ Preference for face-face teaching
- ✓ Poor parental support

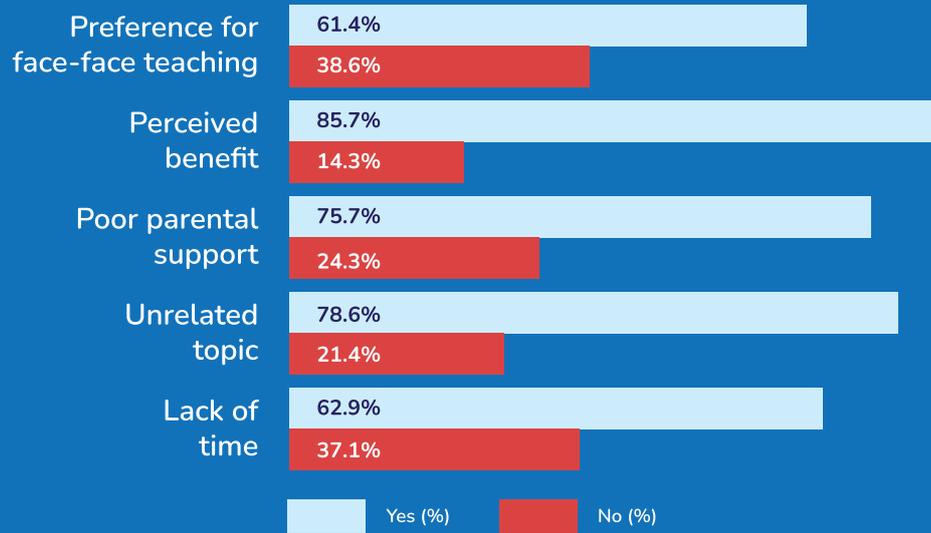
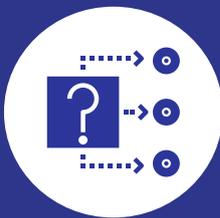


Figure 1.5: Reasons for not adopting radio programme provided by the Government.



## Reasons why Students could not Learn using any Digital Learning Tool

- ✓ Lack of technical know-how
- ✓ Poor electricity
- ✓ Lack of access to digital learning devices
- ✓ Financial constraints
- ✓ Poor internet connectivity

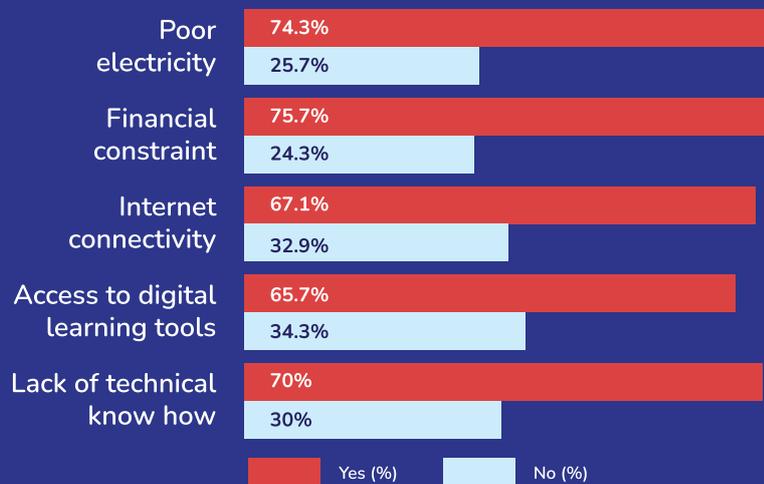


Figure 1.6: Reasons why students could not learn using any digital learning tool (Secondary school)



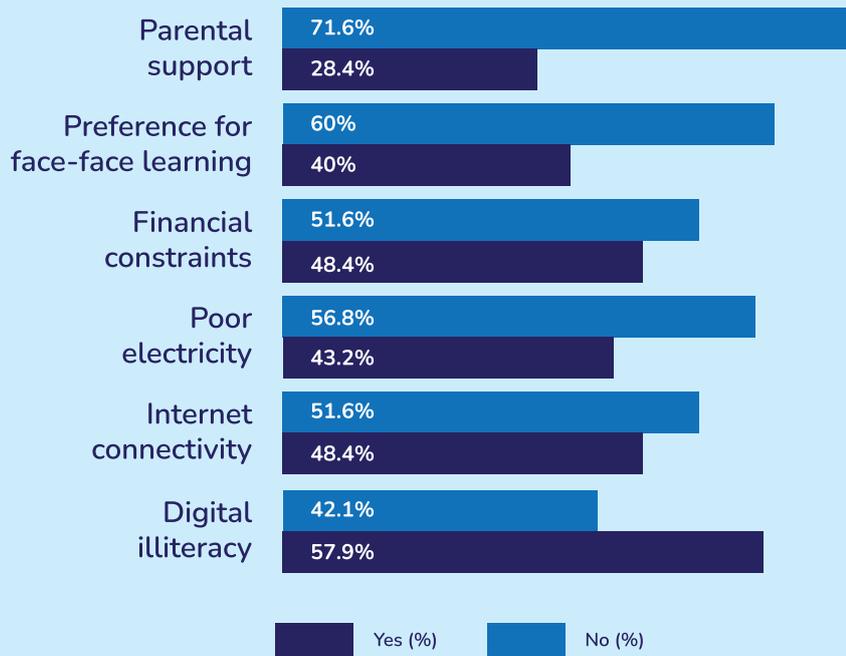


Figure 1.7: Reasons why students could not learn using any digital learning tool (Primary school)



## How did you Continue to learn during the Pandemic

- ✓ Use of online management systems provided by school
- ✓ Use of Radio or television
- ✓ Personal learning using a digital learning device

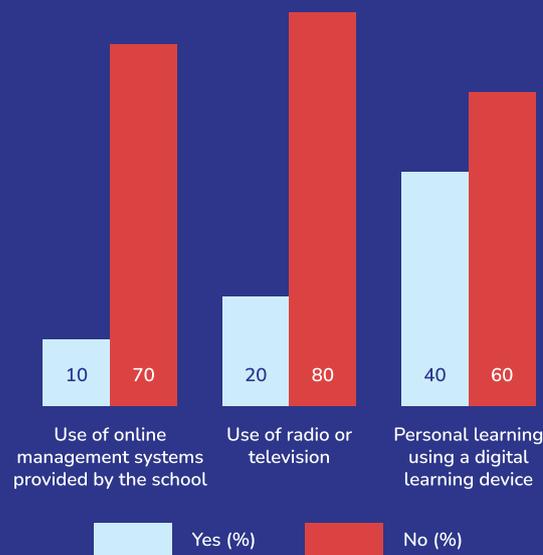


Figure 1.8: How students continued uninterrupted learning during the pandemic (Secondary school)



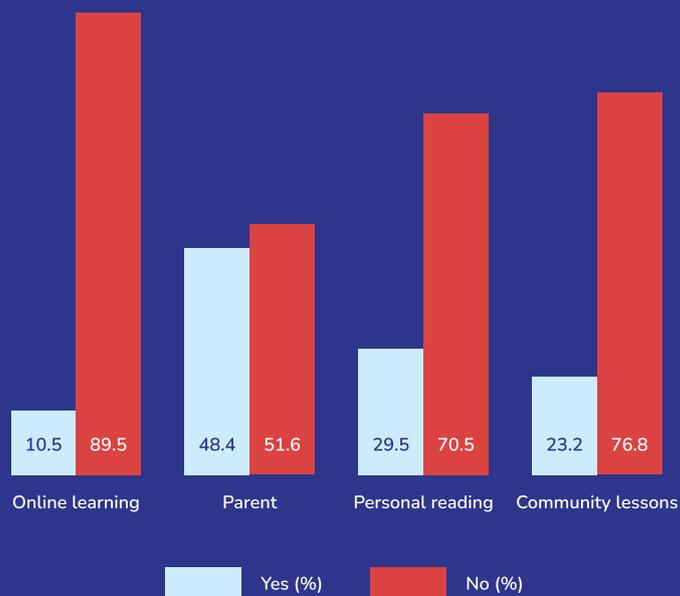
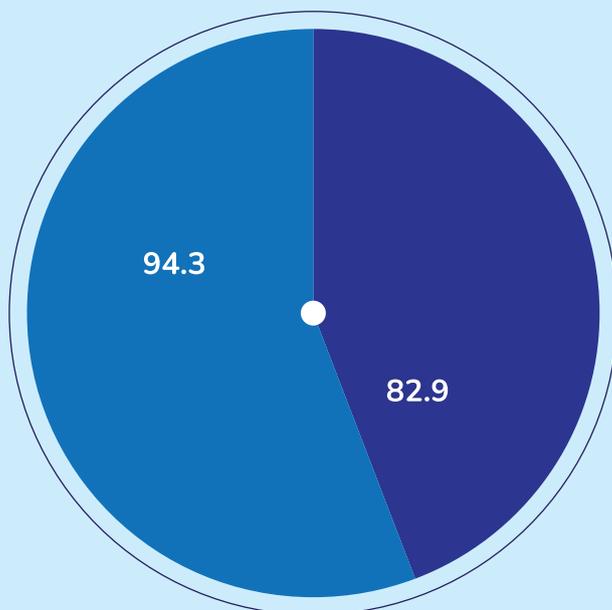


Figure 1.9: How students continued uninterrupted learning during the pandemic (Primary school)



## Perception of Students to Digital Learning

- ✓ Do you think access to digital information can improve your digital literacy skills?
- ✓ Do you have interest in ICT related subjects if provided?



- Do you think access to digital information can improve your digital literacy skills
- Do you have interest in providing ICT related subjects if provided

Figure 2.0: Perception of students to digital learning





# How can the Government Promote Digital Inclusion in your School?

- ✓ Provision of computer
- ✓ Provision of phones
- ✓ Training of students in ICT
- ✓ Recruitment and training of qualified teachers
- ✓ Access to internet connectivity

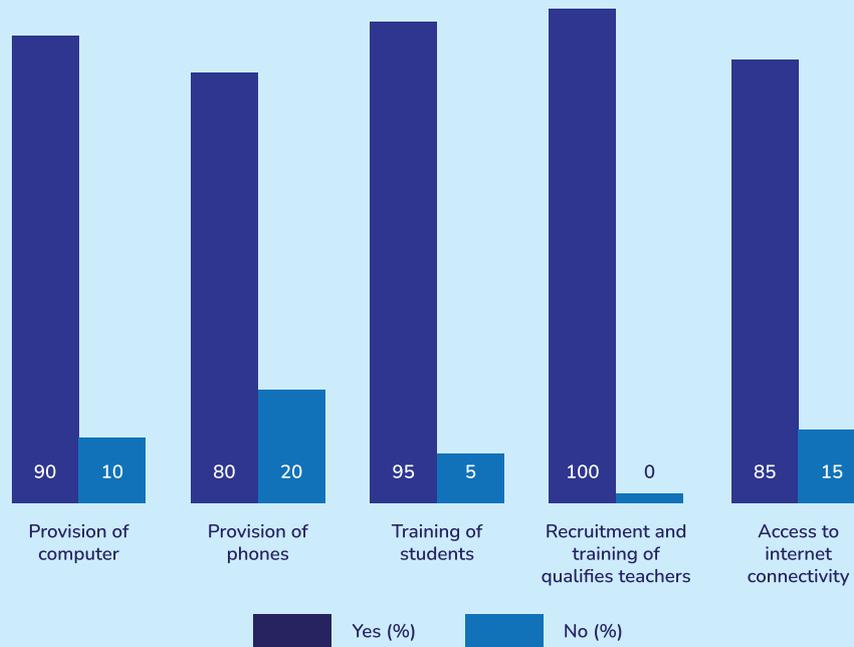


Figure 2.1: Strategies to promote digital inclusion in schools (Secondary schools)

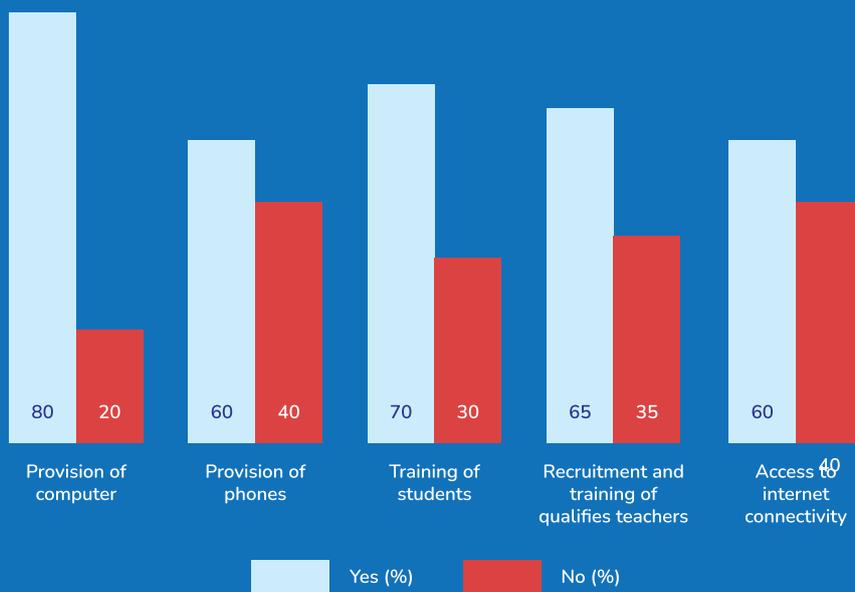


Figure 2.2: Strategies to promote digital inclusion in schools (Primary schools)



# PROJECT FINDINGS - TEACHERS



## Access to digital tools prior to the pandemic

- ☑ Phone
- ☑ Laptop
- ☑ Desktop
- ☑ Internet
- ☑ Radio
- ☑ Television

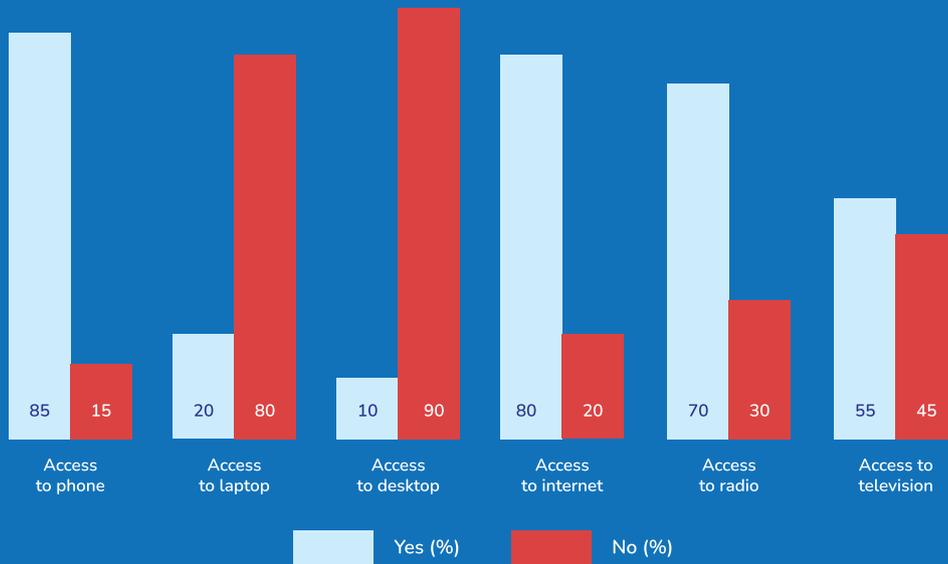


Figure 2.3: Access to digital learning tools prior to the pandemic



## How did you Teach your Students during school closures due to the Covid19 Lockdown?

- ☑ Whatsapp
- ☑ Zoom
- ☑ Google Classroom

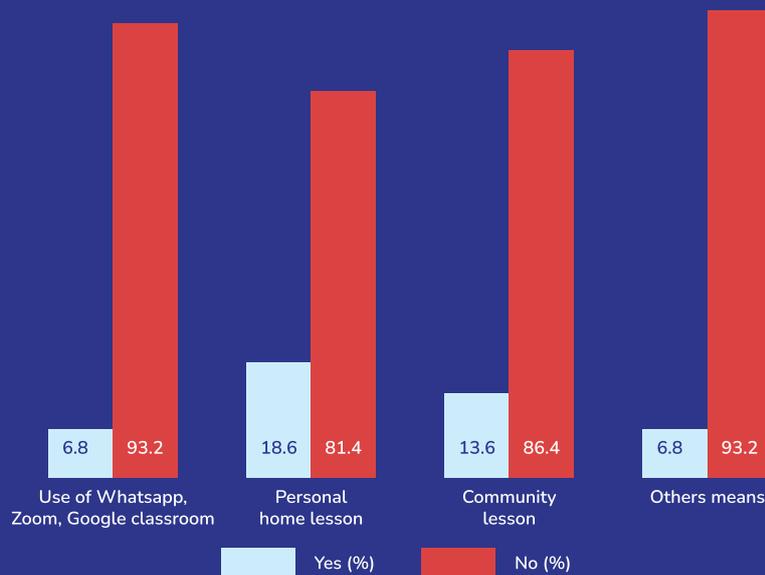


Figure 2.4: How students were taught during school closure



## Factors influencing assess and usage of digital tools for teaching

- Digital Illiteracy
- Financial Constraints
- Poor Internet Access
- Lack of Parental Support
- Poor Electricity

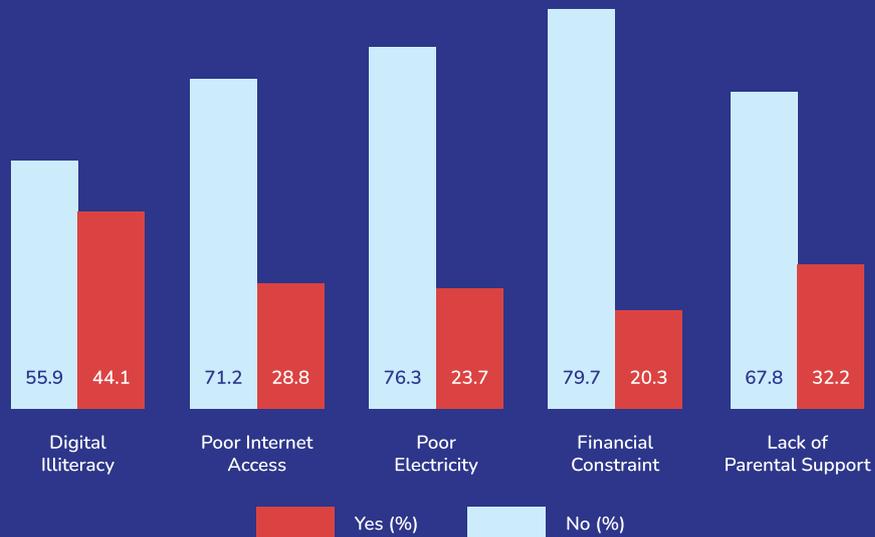


Figure 2.5: Reasons why teachers could not teach their students during the pandemic



## What are the Strategies to promote Digital Equity in your School?

- Provision of mobile devices
- Provision of internet connectivity
- Digital literacy skills training
- Construction of community ICT centres
- Improved digital competency training for teachers

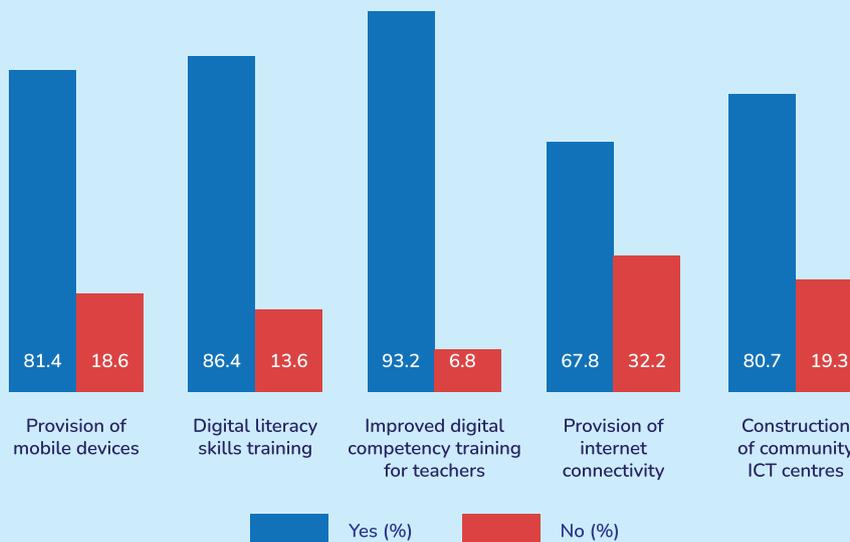


Figure 2.6: Strategies to promote digital inclusion

# ACKNOWLEDGEMENTS

## Project Sponsor



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## Project Partners & Collaborators







# NOTICE

This document was designed and produced by Aid for Rural Education Access Initiative (AREAi) as an output material under the Education Digital Equity Initiative funded by the UK FCDO's Prosperity Fund Digital Access Program.

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